

**Year 2024 -2025 KS1 Long term plan Cycle A**

	Autumn 1 (8wks) Year 1 – purple Year 2 - green	Autumn 2 (7wks) Year 1 – purple Year 2 – green	Spring 1 (6wks) Year 1 – purple Year 2 - green	Spring 2 (5wks) Year 1 – purple Year 2 - green	Summer 1 (6wks) Year 1 – purple Year 2 - green	Summer 2 (7wks) Year 1 – purple Year 2 - green
<b>Topic</b>	<b>Ourselves</b>	<b>Transport</b>	<b>Great Fire of London</b>	<b>Amazing Animals</b>	<b>Once upon a Time Plants</b>	<b>Once upon a Time Castles</b>
<b>Topic intro</b>	Come to school dressed as what you want to be when you grow up.	(Visit Railway Museum- cancelled due to cost of pantomime visit)	Watch animation of Old London – Magic Grandpa	Animal talk if possible Animal video if not possible	Planting in outdoor areas and in classrooms to observe over time.	Visit a castle First week back
<b>Topic finale</b>	Portrait gallery Add to progression of skills display in Autumn 2	Bring your wheels to school day (scooters/skateboards )	Burn model houses in fire-pit at forest school	Make an animal mask	Create a scene from a traditional tale using natural materials in a tray in the outdoor area.	Take part in Castle banquet with food and entertainment from that time
<b>Role Play</b>	Baby clinic – Y1 Fruit/veg stall	Train station	Old fashioned bakery- Pudding Lane	Zoo Y1- sort the animals into groups Vets	Giant’s castle from Jack and the Beanstalk	Banquet hall and dressing up
<b>Co Joe’s</b>			<b>Great fire of London</b>			<b>The Queen</b>
<b>Small world</b>						
<b>Texts</b>	Lost and Found Troll Swap	Nibbles – The Book Monster The Owl Who Was Afraid of the Dark.	The Lion Inside The Dragon Machine	The Curious Case of the Missing Mammoth Major Glad Major Dizzy	Toys in Space The Last Wolf	Goldilocks and just the one Bear. Grandad’s Secret Giant
<b>English</b>	-Combine words to make sentences -Leave spaces between words -Begin to use capital letters and full stops -Use capital letters for names of people and the personal pronoun ‘I’ -Use punctuation correctly – full stops, capital letters. -To expand noun phrases to describe and specify. -Use subordination (because) and coordination (and).	-Join words using and. -Punctuate sentences using a capital letter and a full stop. -Use capital letters from names of people. -Sequence sentences to form a short narrative (link ideas or events by pronoun). -Use co-ordination (but, or). -Add –ly to turn adjectives into adverbs. -Use commas to separate items in a list.	-Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. -Join words and clauses using and -Some accurate use of the prefix un-. -Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est. -Write sentences with different forms: statement, question, exclamation, command. -Use subordination (apply because, introduce when). -Use present and past tenses correctly and consistently. -Use punctuation correctly – exclamation marks, question marks.	-Join words and clauses using and. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est. -Use the progressive form of verbs in the present and the past tense. -Use present and past tenses correctly and consistently. -Use conjunctions – when, because, that. -Use apostrophes for singular possession.	-Join words and clauses using and. -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est. -Change the meaning of verbs and adjectives by adding the prefix un- . -Use Subordination (if. That). -Add –er and –est to adjectives. -Use homophones and near homophones. -Use punctuation correctly – apostrophes for contracted forms.	-Join words and clauses using and. -Use simple description. -Sequence sentences to form a short narrative (link ideas or events by pronouns) -Use a capital letter for places and days of the week. -Punctuate sentences using capital letters, full stops, question marks or exclamation marks. -Use present and past tenses correctly and consistently including the progressive form. -Use subordination (using when, if, that, or, because) and co-ordination using or, and, but). -Use expanded noun phrases to describe and specify.

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						-Use suffixes to spell longer words e.g. -ment, -ful.
<b>Maths</b>	Place to 10  Place value Addition Subtraction Shape	Addition and subtraction within 10 Shape  Place value Addition Subtraction Shape	Place to 20 - addition and subtraction to 20  Money Multiplication and division Length and height Mass, capacity and temperature.	Place value to 50 Length and height Mass and volume  Money Multiplication and division Length and height Mass, capacity and temperature	Multiplication and division problems Fractions Rotation, position and direction  Fractions Time Statistics Position and direction	Place value within 100 Money time  Fractions Time Statistics Position and direction
<b>MA THS (cross curricula r)</b>	Class birthday chart  Compare sizes of feet	Traffic survey – tally; counting  Cars rolling- measure how far travelled with paper strips – counting  Sort materials in science  Coin recognition in role play bakery	Put events in time order.  Sort materials.  Use timers in waterproof tests	Sort animals in science/ role play area  Make payments in Vet/Zoo role play areas	Count money in Giant’s castle role play  Measure growth of plants	Shapes in castles-use shapes to build castles  Capacity- in old castle washing day activities
<b>Science</b>	<b>Working Scientifically</b>					
	<b>Humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Play feeling games such as guess the feeling. - practise brushing teeth – own or pretend teeth to see how stubborn food can be to remove. - sort foods into healthy and unhealthy.  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Increasing heart rate by exercising/playing a physical game. - Making a balanced meal.	<b>Materials</b> Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - identify the material objects are made of. - sort objects according to properties.  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - classify objects according to properties. - test how materials can be changed by touch.	<b>Materials Continued</b> Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials based on their simple physical properties. - investigating properties by asking questions and carrying a simple test. - what is the best material to make a bucket out of?  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - investigating properties by asking questions and carrying a simple test. What is the best material to	<b>Animals</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). - identify and classifying animals and their groups. - name and label parts of their body.  Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees. - Observe closely, pull a plant up and draw it. - sort and classify different plants/ leaves/ petals.  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - perform a simple test to find the best conditions for plant growth. - observe closely the growth of a seed – taking photos/ draw.	<b>Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. -Sort by criteria living, dead, never alive.  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

			<p>make a bucket out of? - record findings due to suitability.</p>	<p>basic needs of animals, including humans, for survival (water, food and air). - gather and record data over time – measure the chicks link to the lifecycle.</p>		<p>- make a little micro habitat by placing a hoop on the grass/ leave a log outside. - identify what is living there and count how many living things they can spot.</p>
<p><b>Knowledge-</b> observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>						
	<p><b>Humans</b> Parts of a human body and senses</p> <p>Staying health, exercise, food hygiene.</p>	<p><b>Materials</b> Name and identify materials</p> <p>Properties and subtitles of objects.</p>	<p><b>Materials Continued</b> Properties and grouping of materials</p> <p>Squashing bending twisting stretching,</p>	<p><b>Animals</b> Identify., sort and classify and compare structure of animals</p> <p>Offspring Basic needs of animals.</p>	<p><b>Plants</b> Identify plants and trees Identify structure</p> <p>Observe seeds growing and conditions for plants to say healthy.</p>	<p><b>Habitats</b> Living, dead, never alive including</p> <p>Identify plants and animals Food chain.</p>
<p><b>Compuing</b>  (Kapow scheme)</p>	<p><b>Programming</b> Beebots Y1 unit, progress to Scratch Jr/ Daisy Dinosuar – Y2 unit</p>		<p><b>Online safety</b> Online safety linked to Safer Internet Day</p>	<p><b>Data-handling</b> Introduction to data- Y1 unit, progress to International Space station -Y2 unit</p>		<p><b>Creating media</b> Digital imagery – Y1 unit, progress to Stop Motion Y2, linked to school trip</p>
<p><b>History</b></p>		<p><b>Beyond living memory</b> – Know that transport was different in the past.  Use time vocabulary- past and present.  Sort transport into past and present- explaining reasons.  Explain some differences between an old/modern form of transport.</p>	<p><b>Know about a significant historical event-</b> The Great Fire of London:  Use evidence to answer questions. Know key facts about the fire. Sequence key events on a time-line Know what some old objects were used for.</p>			<p><b>Local history-</b> Castle  <b>Beyond living memory-</b> Know some ways in which life in a castle was different from now- eg. cooking/ washing clothes Know what some old objects were used for.</p>
<p><b>Geography</b> Seasonal display and weath</p>	<p><b>Locational Knowledge</b> I can name, locate and identify the characteristics of the the four countries that make up the UK and the three main seas that surround the UK.</p>			<p><b>Locational Knowledge</b> I can name the seven continents of the world.  I can locate the seven continents</p>	<p><b>Geographical skills</b> Views from the beanstalk of a UK city and coastal area. Locate features on arial views of each place.</p>	<p>In each term (Autumn, Spring and Summer) discuss seasonal change and change the display with the children. Change weather chart daily.</p>

<p>er chart in classr oom, revisi ted regul arly</p>	<p>I can name, locate and identify the characteristics of the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>I can <b>use</b> a UK map, world map, atlas and globe to identify the UK and its countries.</p> <p>I can use aerial photos to recognise landmarks and basic human and physical features.</p> <p>I can use basic geographical vocabulary to refer to key physical and human features.</p>			<p>of the world on a globe or map. <i>(+ Revision from cycle B - I can name and locate the five oceans of the world on a map or globe.)</i></p> <p>I can use a world map, atlas and globe to identify the continents, oceans and <u>countries</u> studied. (eg kangaroo from Australia) <b>Compare Australian animals and Australia with here.</b></p> <p>I can use simple compass directions- N/S/E/W -to describe the location of features on a World map. Eg Australia is in the east</p> <p>I can use basic geographical vocabulary to refer to key physical and human features.</p>	<p>I can use basic geographical vocabulary to refer to key physical and human features.</p> <p>I can draw a simple map, including symbols in a key (draw a map of an imaginary hot place- including features seen in hot places)</p>	<p><b>Changing seasons here – and compare with Australian weather – hot country.</b></p>
<p><b>Design and technology</b></p>	<p><b>Food technology</b> Make a healthy meal</p> <p>I can use the principles of a healthy and varied diet to design, make and evaluate a healthy meal.</p> <p>I can carefully select from and use a range of tools and equipment to perform practical tasks such as using a knife and chopping board to cut fruit.</p>	<p><b>Mechanisms</b> Make a wheeled vehicle.</p> <p>I can design, make, evaluate a wheeled vehicle through exploring and using mechanisms [for example, levers, sliders, wheels and axles], in my products.</p> <p>I can use axels and wheels to make a wheeled vehicle that moves.</p>	<p><b>Structure</b> Make a structure of a house</p> <p>I can design, make, evaluate and experiment with joining and constructing a structure of a house that represents the houses that could be found in The Great Fire of London.</p> <p>I can use different materials to join and construct a structure.</p>			<p><b>Sculpture</b> Make a sculpture of a castle</p> <p>I can use a variety of materials for sculpting and experiment with joining and constructing, when learning about castles.</p> <p>I can practice using a variety of techniques, e.g. assembling, cutting, pinching to create a castle.</p>
<p><b>Art and design</b></p>	<p><b>Painting</b> Self portraits</p> <p>I can experiment with mixing primary and secondary colours to create and develop my ideas of a self-portrait. I can add white or black to colours I have mixed to alter the tint or shade.</p>	<p><b>Drawing</b> Draw a vehicle from the past</p> <p>I can use a different range of drawing techniques including patterns, shape and materials including charcoal and pastels to recreate a vehicle from the past.</p>	<p><b>Printing</b> A print of the houses and the burning streets of London</p> <p>I can explore and recreate patterns to create a print of the houses and burning streets of London when learning about The Great Fire of London.</p>	<p><b>Collage</b> A collage of a jungle background with and animal in it</p> <p>I can explore creating images on different backgrounds with a variety of media, when learning about animals and</p>	<p><b>Textiles</b> Design and make a flag</p> <p>I can explore decorating and embellishing textiles to add colour and effect, when learning about castles. I will do this by creating a flag and showcasing my finished work to parents.</p>	<p><b>Sculpture</b> <b>As above</b></p>

	I can experiment with different brushes and brushstrokes to add detail to my self-portrait.	I can explore shading using different grades of pencil, crayon and chalk.	can extend repeating patterns overlapping, using a range of printing techniques and 2 contrasting colours.	where they come from.  I can use materials to develop skills of overlapping and overlaying to create a jungle background.	I can stitch and cut threads and fibre. I can decorate textiles with glue or stitching, to add colour and detail.	
<b>Artist</b>	Picasso					Jill Townsley
<b>Music</b>		Daily rhymes	Daily rhymes	Daily rhymes	Daily rhymes	Daily rhymes
<b>P.E (your PE)</b>	<p><b>Your P.E fundamental movements skills.</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Kixx multi skills/ sport</b> Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p><b>Your P.E yoga</b> Begin to make movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Master basic movements including developing balance, agility and co-ordination, and apply these in a range of activities.</p> <p><b>Kixx gymnastics – floor based.</b> Develop flexibility, strength, technique, control and balance.</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p><b>Your P.E gymnastics – apparatus</b> Develop flexibility, strength, technique, control and balance.</p> <p>Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p><b>Kixx dance</b> Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement.</p>	<p><b>Your P.E net and wall – hand based</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Kixx net ad wall – racket based</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p> <p>begin to apply basic movements in a range of activities Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Your P.E athletics – sports day practise</b> Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Kixx striking and fielding</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</p> <p>begin to apply basic movements in a range of activities Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Your P.E invasion games</b> Participate in team games, developing simple tactics for attacking and defending.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Kixx athletics – team games</b> Engage in competitive and co-operative physical activities.</p> <p>Engage in competitive, both against self and against others and co-operative physical activities, in a range of increasingly challenging situations.</p>
<b>R.E</b>	Who is a Muslim and what do they believe?	How and why do we celebrate special times?  Christmas	What can we learn from sacred books?	How and why do we celebrate special times?  Easter	How should we care for others and why does it matter? Virtual Tour of Mosque	
<b>RSH E</b>	<b>Being me in my world</b> - I understand the rights and responsibilities of	<b>Celebrating difference</b>	<b>Dreams and goals</b> - I can tell you how I felt when I	<b>Healthy me</b> - I can tell you why my body is	<b>Relationships</b>	<b>Changing me</b> - I can identify the parts of the body that

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<p><b>(Tough Jigsaw Program) linked to PSH E</b></p>	<p>being a member of my class.                      - I know how to make my class a safe place for everybody to learn.                      - I understand the rights and responsibilities of being a member of my class and school.                      - I can help to make my class a safe and fair space to learn</p>	<p>- I can tell you ways that I am different from my friends.                      - I understand these differences make us all special and unique.                      - I can identify some ways in which my friends are different from me                      - I can tell you why I value this different about him/her</p>	<p>succeeded in a new challenge and celebrated it.                      - I know how to store the feelings of success in my internal treasure chest.                      - I can explain some of the ways I work cooperatively in my group to create the end product.                      - I can express how it felt to be working as part of this group.</p>	<p>amazing and can identify to some ways to keep it healthy and safe,                      - I can recognise how being healthy helps me to feel happy.                      - I can make some healthy snacks and explain why they are good for my body.                      - I can express how it feels to share health food with my friends.</p>	<p>- I can tell you why I appreciate someone who is special to me                      - I can express how I feel about them                      - I can identify some of the things that cause me conflict between me and my friends.                      - I can demonstrate how to use the positive problem-solving techniques to resolve conflicts with my friends</p>	<p>make boys different to girls and use the correct names for these.                      - I can respect my body and understand which parts are private                      - I can recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.                      - I can tell you what I like/do not like about being a boy/girl.</p>
<p><b>British values</b></p>	<p><b>Democracy</b>- vote for school council members   <b>Rule of law</b> - Establishing class rules. We understand the consequence of our actions</p>	<p><b>Tolerance</b> - Understanding and respecting differences between people - see RSHE Jigsaw sessions</p>		<p><b>Personal responsibility</b> – e-safety</p>	<p><b>Tolerance of faiths and beliefs</b> See RE   <b>Mutual Respect</b> See RSHE above</p>	
<p><b>SMS C</b></p>	<p>RE Assemblies                      Walk around the village                      Class rules see B Values</p>	<p>Assemblies – Pastor Simpson                      Christmas service at local church                      Christmas carols                      Christmas story in RE                      Christmas party                      Christmas craft                      afternoon parents invited                      Bonfire night                      Halloween</p>	<p>Assemblies RE and church visit</p>	<p>Assemblies RE- Easter story                      Discuss morality in Tiger who came to tea story                      Easter crafts                      afternoon- parents invited</p>	<p>RE Assemblies                      Parents invited to look at children's work</p>	<p>Assemblies Pastor Simpson                      Leavers assembly                      Discussion of human impact on the environment- e.g., sea animals caught in abandoned nets                      Summer fair                      Summer leavers' show- parents invited</p>
<p><b>Wider Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Class visit to</li> <li>• Visitors to school / Easter bonnet parade / Happy Chicks etc</li> <li>• Happy chicks visit / Pastor Simpson leading a weekly service / toy day</li> <li>• Themed weeks</li> <li>• Wow events / finale for each topic</li> </ul>					